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ABSTRACT

This supplement to the Yup'ik as a Second Language (YSL) curriculum developed in 1976 was written to give new teachers directions for some of the earlier materials and provide supplementary materials and techniques for experienced teachers. Suggestions are made for modifying the elementary level oriented materials to suit secondary school students. The supplement is organized by lesson components rather than by detailed individual lessons. The recommended general format for lessons includes: introductory vocabulary, phonemes, vocabulary development, drills, dialog, songs, cultural enrichment, commands, and games. Each of these lesson elements is treated in a separate chapter which gives classroom techniques, notes on the Yup'ik language for the teacher's use, and examples of classroom activities and drills. Two concluding chapters describe and illustrate classroom action and card games. (MSE)

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TEACHER'S SUPPLEMENT

TO ACCOMPANY THE

YUP'IK-AS-A-SECOND LANGUAGE CURRICULUM

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PREFACE

This supplement is to be used with the Yup'ik as a Second Language curriculum prepared in 1976. It has been written to provide new teachers with directions for some of the YSL activities and materials and to assist more experienced teachers with some suggested supplementary activities and techniques.

The 1976 YSL curriculum was arranged in 108 lessons to be taught over the course of several school years, initially about 1 month per lesson. It has been found that this rate of progress varies greatly. The rate of progress through the lessons increases as the students become more proficient. Also, older students seem to be able to go through the course of study more quickly than younger children, especially where they have had some prior exposure to Yup'ik. The activities were written primarily for elementary school children and need modification when taught to high school students. This Teacher's Supplement has some suggestions for altering various activities for use with older students. However, as this material is also to be used as a supplement to the YSL revision by Ed Tennant, it is recommended that teachers also refer to the methods sections of, and introduction to, his material for a further description of adult and children's activities.

The procedures, activities, materials, etc., suggested in the 1976 YSL lessons are in the process of evaluation, improvement, and modification. As new ideas are found successful and old ones found in need of modification, we have been altering (and will continue to alter) the present materials to reflect these improvements. These modifications have not been collected and published yet; however, the KCC and YSL staff are available for inservice training and as resource personnel in YSL program modification.

This supplement has been organized into the various components of the lessons, rather than detailing each individual lesson. Many lesson components are very similar and the YSL curriculum has some detailed instruction within each lesson. The format of each lesson is, generally, Introductory Vocabulary, Phonemes, (Sounds), Vocabulary Development, Drills, Dialogue, Songs, Cultural Enrichment, and Commands. Games are used throughout the lessons and are discussed separately in this supplement.

Vocabulary

When introducing new words, be sure to give them orally first and in conjunction with a visual cue (picture or object). Only after the student has mastered the reading process should the teacher introduce the written form, initially paired with the picture or object.

Developing vocabulary elements and concepts can be done through the use of the games, songs, and cultural enrichment activities suggested within this supplement and in the curriculum.

Two activities which are especially useful for vocabulary development are chaining and round-robins. In chaining, words are "linked" together syllable by syllable or morpheme by morpheme* to facilitate pronunciation.

For example=	putuku-	toe
	putukungqer-	have a toe
	putukungqertua	I have a toe

This may also be done with a reverse chain=

	-tua	I
	-ngqertua	have a toe
	putukungqertua	I have a toe

*Morpheme is the formal name for words and syllables which are units of meaning in a language. For example, in English: cat, have, run, -ing, -s, song, the, un-, re-, etc. In Yup'ik: -ngqer-, -tua, -cuar, -llu, saska-, miila-, etc.

Chaining can also be quite extensive. For example, it can be used to teach sentences, memorize phrases, memorize poems, etc.

Round-robins are found in many forms, but the basic is one student asking his neighbor a question, neighbor answers, then turns around and asks next in line the same or a related question. Examples= Students each have pictures of different types of clothing. #1 Asks #2 "What do you have?" or "What are you wearing?" #2 says "I have a ball" or "I'm wearing a coat" #2 asks #3 "What do you have?" or "What are you wearing?" and #3 answers "I have a ball" or "I'm wearing a coat", and on around the circle.

Round-robin can also be a memory game. For example, #1 says "My father went hunting and took his (gun)." The next student says "My father went hunting and took his (gun) and (boots)." #3 says "My father went hunting and took his (gun) (boots) and (coffee)." And on around the circle, each student adding their item to the list. Each student has to remember what the other student said. This can be played with visual cues, too.

INTRODUCING SOUNDS/MORPHEMES*

Many of the introductory lessons begin with initial phonemes or sounds. Learning to identify individual sounds is primarily of use only when teaching reading and writing, not oral language. If the students are very young, 1st-3rd grade, it is recommended that the teacher concentrate primarily on the oral portions of the lessons, e.g., songs, dialogues, drills, etc., and use the activities for individual sounds only as supplementary games. If the class is composed of older students, the teacher should teach individual sounds as part of reading and writing lessons, and concentrate on the dialogues, drills, songs, etc., for teaching the spoken language. When teaching initial sounds, it is recommended that only a very brief time be spent on the individual sounds and that the teacher concentrate instead on the words (or morphemes*) which begin with the sound being learned. It is better to learn the sounds in the context in which they are normally used. As students become proficient in identifying the sound at the beginning of a word, the teacher can introduce the written form. The teacher should not give letter names

*Morpheme is the formal name for words and syllables which are units of meaning in a language. For example, in English: cat, have, run, -ing, -s, song, the, un-, re-, etc. In Yup'ik: -ngqer-, ngqer-, -tua, -cuar, -llu, saska-, miila-, etc.

to the written symbols when introducing them, but should use only the sounds of the letters. It is confusing for young children to be introduced to the sound, e.g. "p", by pointing to a symbol while saying "pee". For one thing, the sound "p" in Yup'ik is not like the sound at the beginning of the word "pee".

The first introduction of very young children to initial sounds should be done orally, not with written letters. The written symbol may be introduced after the students associate the sound with the initial sound in the names of various objects, and after they have learned that sounds may be represented in symbol form (the reading process). Older students have usually already had this in learning to read in any language.

There are several suggestions in the curriculum for ways to expand the introductory lessons. Objects with names beginning with the sound begin learned, pictures of things whose names being with the sound(s), all may be used. Some additional activities to reinforce the students' recognition of the sounds are Treasure Hunts, Simon says, and Go Fish. These are all listed under Basic Games.

XAMPLE LESSON

(Translation)

T. (has a variety of objects on a table, some with names beginning with the learned sound, some which do not. T. shows the objects to S.)
T. This is a (beaver). (Beaver).
S. (Beaver)
T. This is a (toe). (Toe).
S. (Toe)
T. This is a (lid). (Lid).
S. (Lid)
T. This is a (tail). (Tail).
S. (Tail)
Etc.

T. (canek piciatun estuulum qaingan catangqertuq, cat ilait atengqerrluteng ilait-llu atrunateng.
T. -am S. -aamun cat nasvaurai.)
T. Una (paluqtauguq). (Paluqtaq).
S. (Paluqtaq).
T. Una (putukuuguq). (Putukuq).
S. (Putukuq)
T. Una (patuuguq). (Patuq).
S. (Patuq)
T. Una (pamyuuguq) (Pamyuq)
S. (Pamyuq)

After introducing all the objects, T. goes through the objects once again, only this time she asks students to indicate whether the name of the object begins with "p" or not (by clapping or saying "p" or some other way). At first, T. should give the names each time, but as the S. learn the names, T. should just hold up the objects.

T. (shows S. an object.)
This is a (beaver).
S. "p"
T. (shows S. an object.)
This is a (Lid).
S. "p"
T. (shows S. a non-"p" object.)
This is a (shoe).
S. clap or say no or...
T. (shows S. a "p" object.)
This is a (tail).
S. "p"

T. (Camek S-aaq nasvilluku)
Una (paluqtauguq).
S. "p"
T. (camek S-aaq nasvilluku)
Una (patuuguq).
S. "p"
T. (camek S-aaq "p"-ailngurmek nasvilluku
Una (sap'akiuguq).
S. qacarrluni wa-llu qang'arluni
T. (camek "p"-alegmek nasvilluku)
Una (pamyuuguq
S. "p"

T. (shows S. a non-"p" object)
This is a (fox).
S. clap or whatever...
T. (shows S. a "p" object.)
This is a (toe).
S. "p"
(Continue)
T. (can also have S. group the objects into piles of "p" and non-"p" objects either individually or as teams.)

T. (nasvilluku S-aaq "p"-ailngurmek
Una (kaviaruuq).
S. qacarrluni wa-llu caluni...
T. (nasvilluku S-aaq "p"-alegmek)
Una (putukuuguq).
S. "p"
(Continue)
T. (S-aamun-llu cali quyurcecugngai "p"-alget "p"-ailnguut-llu wa-llu allanek mikelngurnek quyungqalrian ilalirluni)

All of these same introductory lessons can be used with words/morphemes as well as sounds. This is one way to introduce new vocabulary words, eg., colors, objects, etc. This is rather limited, however, as it is best suited to naming words and, only with much explanation, to action words. It is of some use with location, however. Use actual objects if possible.

EXAMPLE LESSON

T. This is a ball.
This is a table. (student repeat)
T. The ball is on the table. (T. moves ball to appropriate places)
S. The ball is on the table.
T. The ball is under the table.
S. The ball is under the table.
T. The ball is beside the table.
S. The ball is beside the table.
T. This is a box.
S. This is a box.
T. The ball is in the box.
S. The ball is in the box.
T. The box is on the table.
S. The box is on the table.

T. Una angqauguq.
Una estuuluuguq. (elicarat/elitnaurat ilu aperlukek)
T. Angqaq estuulum qaingantuq.
(elicaristem/elitnauristem ca elliaqluk natmun)
S. Angqaq estuulum qaingantuq.
T. Angqaq estuulum aciantuq.
S. Angqaq estuulum aciantuq.
T. Angqaq estuulum caniantuq.
S. Angqaq estuulum caniantuq.
T. Una yaassiiguuq.
S. Una yaassiiguuq.
T. Angqaq yaassiigem iluantuq.
S. Angqaq yaassiigem iluantuq.
T. Yaassiik estuulum qaingantuq.
S. Yaassiik estuulum qaingantuq.

(Other objects should be introduced to further illustrate the morphemes used to identify location. (T. The cup is on the table. The shoe is on the table.)

T. should remember to repeat each of the phrases as many times as seems necessary for the S. to fully comprehend, and to have the S. say the phrase themselves several times to be sure that they are getting the pronunciation correct.

EXAMPLE LESSON

(Translation) (To introduce have)

T. (name some objects: ball, ring, box, cup, etc. Make sure students know what the items are.)
T. I have a ball. (hands it to S.) What do you have?
S. I have a ball. (repeats with other students)
T. I have a ring. (hands it to S.) What do you have?
S. I have a ring. (repeat with others)
T. I have a cup. (hands it to S.) What do you have?
S. I have a cup.

(Aturluku camek pingqelleq -ngqer-)

T. (Cam atra aperluku: angqaq, kulun, yaassiik, saskaq, cali allat. Elitnaurat/Elicarat nallunritarkaugaat cam nasvaumalriim atra.)
T. Angqangqertua. (tunluku S-aamun) Cangqercit?
S. Angqangqertua. (repeats with other students.)
T. Kulutengqertua. (tunluku S-aamun) Cangqercit?
S. Kulutengqertua. (repeats with other students)
T. Saskangqertua. (tunluku S-aamun) Cangqercit?
S. Saskangqertua.

Have S. ask one another "What do you have?" while handing around various objects

T. may have to repeat pattern over several times initially to make it clear what is being asked. Demonstrate with one who knows.

There are, also, several other activities suggested in the curriculum for introducing new words, phrases, colors, etc.

DRILLS

These are frequently the heart of the lesson in terms of content. It is through the enlightened use of drills (and dialogues) that language structure and vocabulary can be taught. It is important to keep drills simple and lively.

After introducing vocabulary, the teacher should demonstrate the drill. For example, act out "What do you have?" "Cangqercit?" "Ihave a (boat)" "(angyangqertua)" or "What is this?" "Una cauga?" so that students understand the procedure of question and answer. Once the procedure is understood, the teacher should ask students individually and through group responses, "What do you have?" Once this is established have the students ask each other. Most of the drills are designed for use with small groups within the classroom. Do not be afraid to "drill" - repetition is one of the important language learning tools.

Substitution drills are a good way to learn structure and reinforce vocabulary in any language. By varying one element of the sentence, e.g. the subject, the verb, or the object, it becomes readily apparent where those

vocabulary elements fall within the structure of the language. Example,

Translation	
This is my mother.	Una aanakaqa.
This is my father.	Una aatakaqa.
This is my sister.	Una alqaqaqa.
or	wa-llu
He is running.	Aqvaqurtuq.
They are running.	Aqvaqurtut.
We are running.	Aqvaqurtukut.
You are running.	Aqvaqurtuten.
or	wa-llu
He is looking in the boat.	Kiartuq angyami.
He is sitting on the boat.	Aqumgauq angyami.
He is sleeping in the boat.	Qavartuq angyami.
He is eating in the boat.	Ner'uq angyami.

In some lessons, the subject is varied within the sentence. Example,

What are (you/you$_2$/you$_3$/we listening to?	Camek niicugni-(sit/cetek/ceci/ceta)?
(I am/we$_2$/we$_3$/ are reading_____.	_____-mek naaqiu-(nga/kuk/ku

This is another variation of the substitution drill. When having drill practice the teacher may have the whole group give all the parts, split the group into parts, or have individuals go through the drill. The best way is a combination of these.

(from lesson 25) EXAMPLE DRILL

T. Everyone repeat after me. How are you$_3$?	T. Tamarpeci qanraqama maligtaqlua. Cangaceci?
all S. How are you$_3$?	all S. Cangaceci?
T. We are (fine)	T. Cangatenritukut.
all S. We are (fine)	all S. Cangatenritukut.
T. What's the matter with him?	T. Qaillun pia?
all S. What's the matter with him?	all S. Qaillun pia?

T. He is (sad)
all S. He is (sad)
T. Why is he (sad)?
all S. Why is he (sad)?
T. He is (sad) because he is (tired).
all S. He is (sad) because he is (tired).

T. (Angniituq).
all S. (Angniituq).
T. Ciin (angniita)?
all S. Ciin (angniita)?
T. (Angniituq) (mernuami).
all S. (Angniituq) (mernuami).

After everyone seems to know the drill elements

T. Now let's have this half of the group ask the questions and this half answer them.
$Q\frac{1}{2}$ S. How are you$_3$?
$A\frac{1}{2}$ S. We are (fine).
$Q\frac{1}{2}$ S. What's the matter with him?
$A\frac{1}{2}$ S. He is (sad).
$Q\frac{1}{2}$ S. Why is he (sad)?
$A\frac{1}{2}$ S. He is (sad) because he is (tired).

T. Tua-i nutaan quyurpeci avci aptaqluteng piniartut ukut-llu avget kiuluteng.
$Q\frac{1}{2}$ S. Cangaceci?
$A\frac{1}{2}$ S. (Cangatenritukut).
$Q\frac{1}{2}$ S. Qaillun pia?
$A\frac{1}{2}$ S. (Angniituq).
$Q\frac{1}{2}$ S. Ciin (angniita)?
$A\frac{1}{2}$ S. (Angniituq) (mernuami).

Have all students practice the substitutions I/we$_2$/we$_3$/you/you$_2$/you$_3$/he/she during the drill. The (fine) can be varied according to what students wish to insert. After all the students seem to have mastered the drill elements, these elements may be placed in a dialogue and practiced between individual students.

DIALOGUE

The most important thing about using dialogues for language instruction is the spoken word. It is sometimes helpful to use props, costumes, music, etc.; however, these elements should never detract from the spoken words themselves.

The dialogue may be spoken between groups of students or between individual students. The use of the group dialogue is useful when not everyone has fully mastered the phrases, because it allows the slower student to participate successfully. Also, hearing his neighbors give the phrase reinforces his learning of it. After the phrases have been learned in the group (similar to procedure used in Drill), they may be acted out in dialogue.

(from lesson 20) EXAMPLE DIALOGUE

4 children, ABCD, have parts. Each should practice their phrases with the group/teacher first. A acts like a sick patient. B acts like parent or concerned friend. C is the nurse. D is the doctor.

A: Ow, my feet hurt!	Akek'a it'ganka akngirnarqut!
B: Why do your feet hurt?	Ciin it'gaten akngirnarqat?
A: My feet hurt because I climbed the mountain.	It'ganka akngirnarqut ingriq mayullruamku.
B: Should I call the nurse?	Iinriurta qayagaurlaku?
A: Yes, please, ouch!	Ii-i, kitaki, akek'a!
B: Nurse!!	Iinuriurtaa!!

C: Yes, I'm coming. What's the matter with you?	Ii-i, taiqatartua. Qaill' pisit?
B: His feet are hurting.	It'gai akngirnarqut.
C: Are your feet hurting?	It'gaten akngirnarqut?
A: Yes, my feet are hurting.	Ii-i, it'ganka akngirnarqut.
C: Let me look at your feet. (A shows feet)	It'gaten tangercetqerki. (A shows feet)
C: Oh my! I'll call the doctor. Doctor!!! (Doctor comes running)	Arenqiapaa! Yuungcarista qayagauqata'arqa. Yuungcaristaa!!! (Doctor comes running)
D: Let me look at your feet. (A shows feet) Oh, yes! Oh, my!	It'gaten tangercetqerki. (A shows feet) Aa-a! Arenqiapaa!
B, C&D: You'll have to come with us to the hospital!	Maligtarkaugarpekut qenavigmun.

The use of dialogues puts life into the words the students are learning. Speaking and listening to dialogues reinforces the participant's knowledge of the words and phrases; dialogues can be simple exchanges or can represent complex social situations. In the latter case, the students learn correct behaviors as well as language.

The teacher should try making up simple dialogues on his own, based upon the vocabulary the students are learning. With older students, making their own dialogues would be a good learning experience; also their dialogues would probably be more relevant and interesting than ones out of the curriculum.

A final note about the dialogues in the curriculum. The dialogues were first written in English by an English speaker and then translated into Yup'ik. This technique is all right in some situations, but is taught with possible pitfalls. Concepts do not always translate clearly from one culture to another, and much confusior may result. The phrases may make no sense at all in a second language. For example, the expression "They were flat broke" does not communicate the concept of poverty in Yup'ik "manigpak navgumallruut". Infact it doesn't make much sense at all. Dialogues must be communicative for students to learn from them. It is better to communicate the meaning of an exchange than to worry about a strict translation. It would be better for the teachers and students using YSL materials to make up their own dialogues rather than to rely exclusively on the sometimes rather contrived dialogue exchanges in the curriculum.

When making your own dialouge, be sure to use words that the students have already learned. This will reinforce their knowledge and lend fluency to the exchanges rather than rote memory. New words and phrases can be used if introduced prior to the dialogue (not too many at one time)

SONGS

The songs were primarily written with young children in mind although some are appropriate for older students. Older students may wish to make up their own using familiar tunes.

Songs are a good learning device as many children will learn more vocabulary in this non-threatening way than in the straight drill or dialogue. One teacher reported that a boy who just couldn't say his ABC's learned to sing the Alphabet song quite well. The use of accompanying instruments helps students follow the rhythm of the tune.

The songs are all available on tape from the Yup'ik Language Workshop. Cat Niitarkat has published the music to some of these songs in the fall 1977.

CULTURAL ENRICHMENT

Topics for cultural enrichment are suggested in the curriculum. These can be handled several ways. The teacher may have resource people from the community come into the classroom and discuss and demonstrate the concepts. The teacher may have the children go out and observe, interview, etc. They may collect their cultural data into a booklet, make a film, print a paper, etc.

Example Lesson

(from lesson 30)

One day have the health aide come into the class and talk about the modern ways of treating illnesses. Then another day have some older local people come in and talk about the traditional way of treating illnesses. Show examples of the plants used. The next day the students can go out and collect some medicinal plants, and label them. Later, try preparing them with assistance from a local knowledgeable person. In the following days, other plants can be examined, collected and their use discussed. Food plants may also be covered in this way. It is especially important that the teacher emphasize that the use of medicinal plants is a good, viable,

alternate method of treating ills. Also, it is good to learn the difference between medicinal and poisonous plants. This lesson is not "useless". Many people all over the world, including the lower '48, continue to use medicinal herbs and plants, many "chemical" medicines are derived from these same plants, and many people find the herb and plant medicines easier to obtain and use than chemical preparations. Also, modern research is finding many traditional medicines are quite effective in treating several illnesses for which there have been no other treatments. Modern and traditional medicine should be viewed as alternatives, each appropriate in its own way.

This "alternative way" approach is important to keep in mind for all cultural activities. Another thing to be cautious of is that some of the topics were suggested by non-natives, not Yup'ik. The teachers should review the lessons ahead of time to make it culturally appropriate for their particular village.

The cultural enrichment activities can be (should be) exciting ways to involve the whole community in the school.

Example Lesson

(from lesson 32)

Students discuss what they know about hunting; what kinds of animals, different weapons, traps, procedures, etc. The teacher has them choose which aspects they want to gather information on, dividing up into groups which will gather the information. During the next days or weeks, students go out during class time with tape recorders, cameras, (maybe just pencil and paper for notes and sketches, if equipment isn't available). They visit various men and women who can tell them about what they want to know. For example, some boys go to a man who demonstrates how to build a snare for rabbits. They record his description and take some pictures. They go to another person who demonstrates the use of a harpoon and tells a story which they record. Some girls visit a woman who tells them about how to prepare the skins after the hunters have brought them home. They tape record her discussion, and take some pictures. They go to another home and the grandmother tells a story about hunting, which they record. The students could then try to build some of these traps themselves. They could make a display of various traps and tools.

In this manner, many students and community members can be involved. The recordings and pictures could be made into a slide/tape presentation; they could also be placed in a scrapbook, or made into a booklet, etc... which can be shared with or shown to the community. The topics in the curriculum are very broad and teachers may use their discretion about how to go about presenting the information. However, the basic elements should be:

Use local activities
Use local people
Involve the students in gathering the information
Involve students in preparing presentations
Let students try out some of the activities and crafts
Emphasize that there are many alternate or different ways to do things, and that these are some of the ways that have worked.

Information about the way other people do things should come after the students learn how people in <u>their</u> community do things. For example, after finding out about how people in their village traditionally marked time and counted (lesson 21), the students could then try to find out how people in a village far away from theirs did it. They could do this through correspondence, interview, guest 'lecturer', etc...

For instance, the people of the Kuskokwim count a bit differently than those on Nelson Island. Also, ways of telling time may differ from season to season and person to person and provides good opportunities for many community people to become involved. The trapper out on his line may have one way to mark time which is different from the grandmother who stays at home, and both may change from winter to summer. This is another place where modern/traditional may be compared as alternative ways.

COMMANDS

The commands listed in the lessons may be learned through simple games such as "Simon says" or through songs such as "Stand Up, Sit Down". The teacher may introduce the commands by acting them out and having the students try them on each other.

EXAMPLE LESSON

Teacher stands away from group and says "David come here" "David Tai-Tai" using gestures.

David comes to him.		
Teacher say "stop"	"arulaira"	(gestures)
David stands still.		
Teacher points to chair and says "sit down"	"aqumi"	(gestures)
David sits.		
Teacher gestures and says "stand up"	"mangerten"	(gestures)
David stands up.		
Teacher gestures and says "go back"	'uterten"	(gestures)

After repeating this several times with different students, choose one student and command him to come to you. When he has done so have him turn around and command another student to come. Then have them tell each other to sit and stand. Tell them to return to the group and repeat with another pair. Soon students should be able to command another student through the whole sequence. Have students use the commands they have learned whenever they are telling one another to do something.

BASIC GAMES

These can be used in many ways. Through the use of different variations, the same game can be used for auditory discrimination, vocabulary drills, reading, and others. These games are mentioned briefly within the YSL curriculum, and are given in more detail herein.

Simon Says

This is a form of follow-the-leader which can be played in one place with action. In the basic game, the children copy the actions and/or follow the directions of the leader. Children may be seated or standing.

L (stands in front of group) "Simon says raise your hands"	L (Ilami ciuqerratni nangengqaluni) "Simon-aq qanertuq unateci yagciki quletm
S. raise their hands	S. yaggluteng quletmun
L "Simon says clap your hands"	L "Simon-aq qanertuq patguurci"
S. clap their hands	S. patguurluteng
ETC...	CALI ALLANEK
L may accompany his directions with the action being requested.	L pisqutni cali qailluqapair pisqucirluki piyugngai.

In a common variety of this game the children are to follow the leader's directions only when they are preceded by "Simon Says..." If the children see and hear "jump" or another command without "Simon says....." they are not supposed to follow. If a child follows a non-Simon direction, he maybe asked to sit outside the group or other indication of being caught. In this way, the Teacher can develop the game into a contest for good listening.

L "Simon says kick your foot"	L "Simon-aq qanertuq kitngigci"
S. Kick their feet	S. kitngigluteng
L "Simon says jump"	L "Simon-aq qanertuq qeckarci"
S. jump	S. qeckarluteng
L Clap your hands!	L "Patguurci"
S. do nothing	S. cavkenateng
L Simon says raise your hands	L "Simon-aq qanertuq quletmun yagci"
S. raise their hands	S. quletmun yaggluteng
ETC...	CALI ALLANEK

Phoneme variation: Before playing this version, the teacher should compile lists of words beginning with the phonemes (sounds) the children are learning. For example: "p": patu, palayaq, paluqtaq, putukuq, etc...

The teacher conducts the game with one phoneme list at a time so that the children do not become confused as to which phoneme they are to identify. In this version of Simon Says, the teacher says a word from the list while doing some action. Example: patu-, claps hands, putukuq - jumps, etc. As children hear the "p" sound, they should copy the teacher's actions. Once the children understand that they are to listen for the "p" (in place of listening for "Simon Says...") the teacher can start inserting non-"p" words into the game.

EXAMPLE GAME

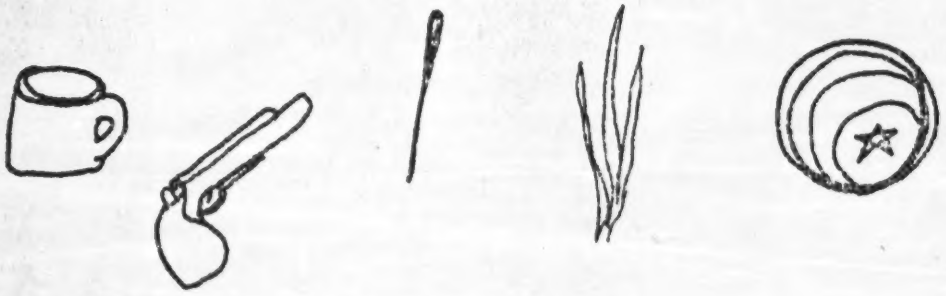
Translation	Yup'ik
T: 'lid' (claps hands)	T: patu (unategni malrurqugnek patguurlukek).
S: "p" (claps hands)	S:"p"(tamarmeng mikelnguut unateteng patguurluki)
T: 'beaver; (jumps)	T: paluqtaq (qeckarluni)
S: "p" (jumps)	S: "p" (qeckarluteng)
T: 'land' (raises hand)	T: nuna (unatni mayurrluku)
S: don't follow	S: (mikelnguut ayuqelivkenaku)
T: 'big toe' (raises hand)	T: putukuq (unatni mayurrluku)
S: "p" (raise hands)	S: "p" (unateteng mayurrluki)
T: 'woman' (claps hands)	T: arnaq (unategni malrurqugnek patguurlukek)
S: don't follow	S: (mikelnguut ayuqelivkenaku)
T: 'lid' (touches hip)	T: patu (aqsani patguurluku)
S: "p" (touches hip)	S: "p" (aqsateng patguurluki)
T: 'boat' (claps)	T:palayaq (unategni malrurqugnek patguurlukek)
S: "p" (claps hands)	S:"p"(tamarmeng mikelnguut unateteng patguurluki)

Continue with alternating (not every time) "p" and non-"p" words. This game should be played for no more than 15 minutes with young children. Their attention span is short and the game should be kept lively and not tiring. With older students the motions could be left out. With the use of score cards, older students could play this identification game as a race to see which team/person identifies the most correct words. It can also be used as a spelling race in this way, by having the players write the "p" words down as they hear them. This game can also be played with words/morphemes.

EXAMPLE GAME

Teacher and students have pictures of cup, gun, needle, blade of grass, ball, etc. Object of this game is to identify 'have' 'ngqer-'.

Translation	Yup'ik
T. I have a cup	T. Saskangqertua
S. (hold up picture of cup) I have a cup	S. Saskangqertua
T. I have a gun	T. nutengqertua
S. (hold up picture of gun) I have a gun.	S. nutengqertua
T. dog	T. qimugta.
S. no,	S. qang'a
T. I have a dog.	T. qimugtengqertua
S. (hold up picture of dog) I have a dog	S. qimugtengqertua
T. cup	T. saskaq
S. no,	S. qang'a
T. I have a blade of grass	T. canengqertua
S. (hold up picture of grass) I have a blade of grass	S. canengqertua
T. I have a needle	T. mingqutengqertua
S. (hold up picture and) I have a needle.	S. mingqutengqertua



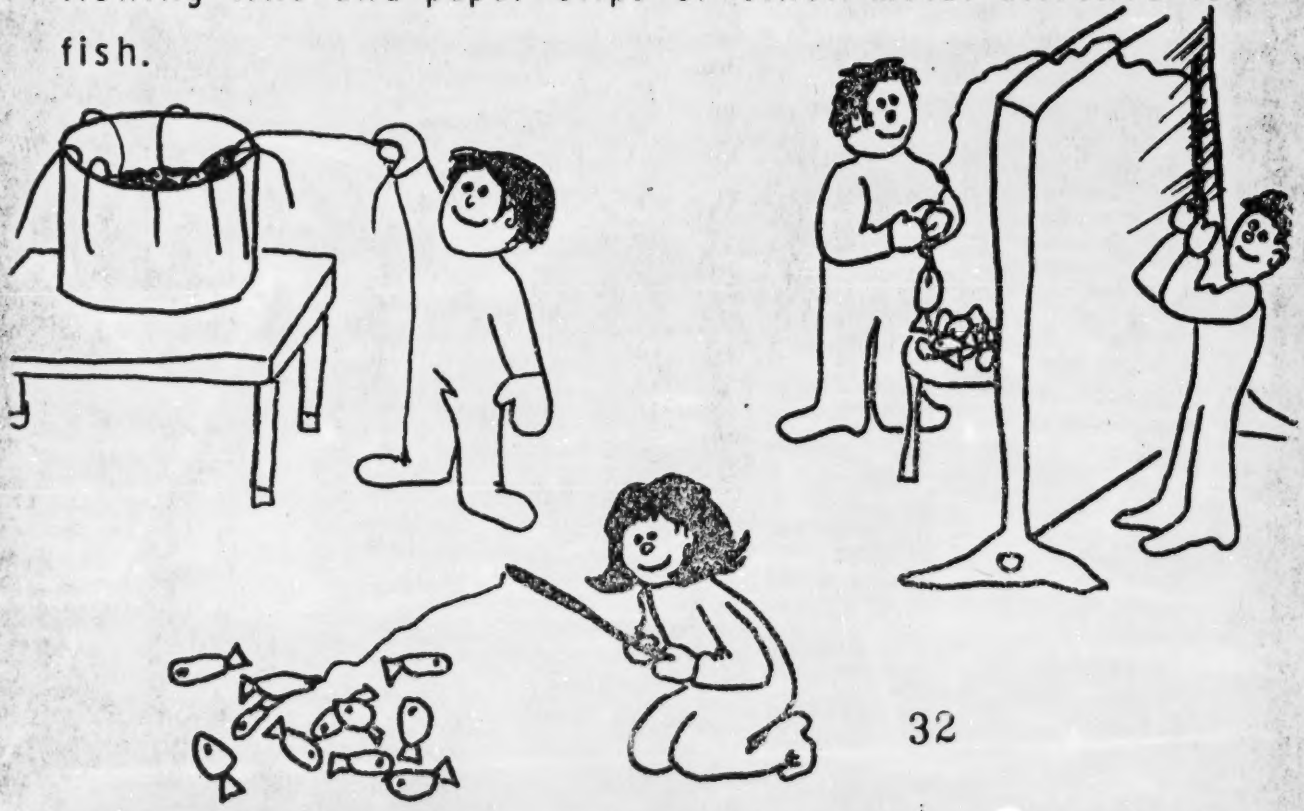
TREASURE HUNT

Teacher (or let students take turns*) hides things around the room. Children come in and look for them. Make sure that the students have already been introduced to the names of the objects/colors/pictures/etc., or whatever it is the teacher is having the students hunt for. Objects may be things with names which being with the same sound, or things which are used in a similar way (eating; spoon, fork, cup, plate, bowl, etc.) or animals being studied, or colors, etc. When student finds an object, he may come to the teacher and say "This is a -----" or after finding several (T. may set a specific limit) may come up and say "These all start with 'x', or "These swim in the water, or "These are red". In the later instance, the T. should be sure to place many items with the learned colors about the room and have each student gather several objects of a specific color, assigning teams or individuals "Red", "Blue", etc.

*It is a good idea with all these games and activities to let students take over the directions once they have fully mastered the procedures. This gives them a chance to use more forms of the words and it gives the teacher a chance to observe their performance and understanding.

FISH POND

This game is very versatile and can be played with pictures, words, letters, colors, numbers, etc. The basic game is played by having S. take items out of a container. This can be done very simply or more elaborately as desired. The children should not be able to see what they are catching as they fish. One simple version is to have the pond be an elevated barrel or trash can and strings already attached to the fish (cards or objects illustrating the lesson). One elaborate version is to have a student on one side of a screen attach fish to other students' fishing lines which are attached to poles. Another is to have small magnets as hooks on the fishing line and paper clips or other metal attached to fish.



Color fishing

Cards have one color on each card, several cards of same color, eg. 4 red, 4 green, 4 black, 4 blue, etc. S. fish for one at a time and then must tell T. the color of their fish. If it is correct, S. can keep the fish; if wrong, must put fish back. T. should be sure, however, to tell S. correct name of color and have S. repeat it before putting fish back in pond. This can be played like a contest, winner being the one with the most fish. Also can be played with S. having to catch one of each color. (Be sure to have enough cards)

Picture fishing

Cards have pictures of objects illustrating vocabulary words, eg, body parts, animals, utensils, etc. Game can be played as above with students having to give name of object.

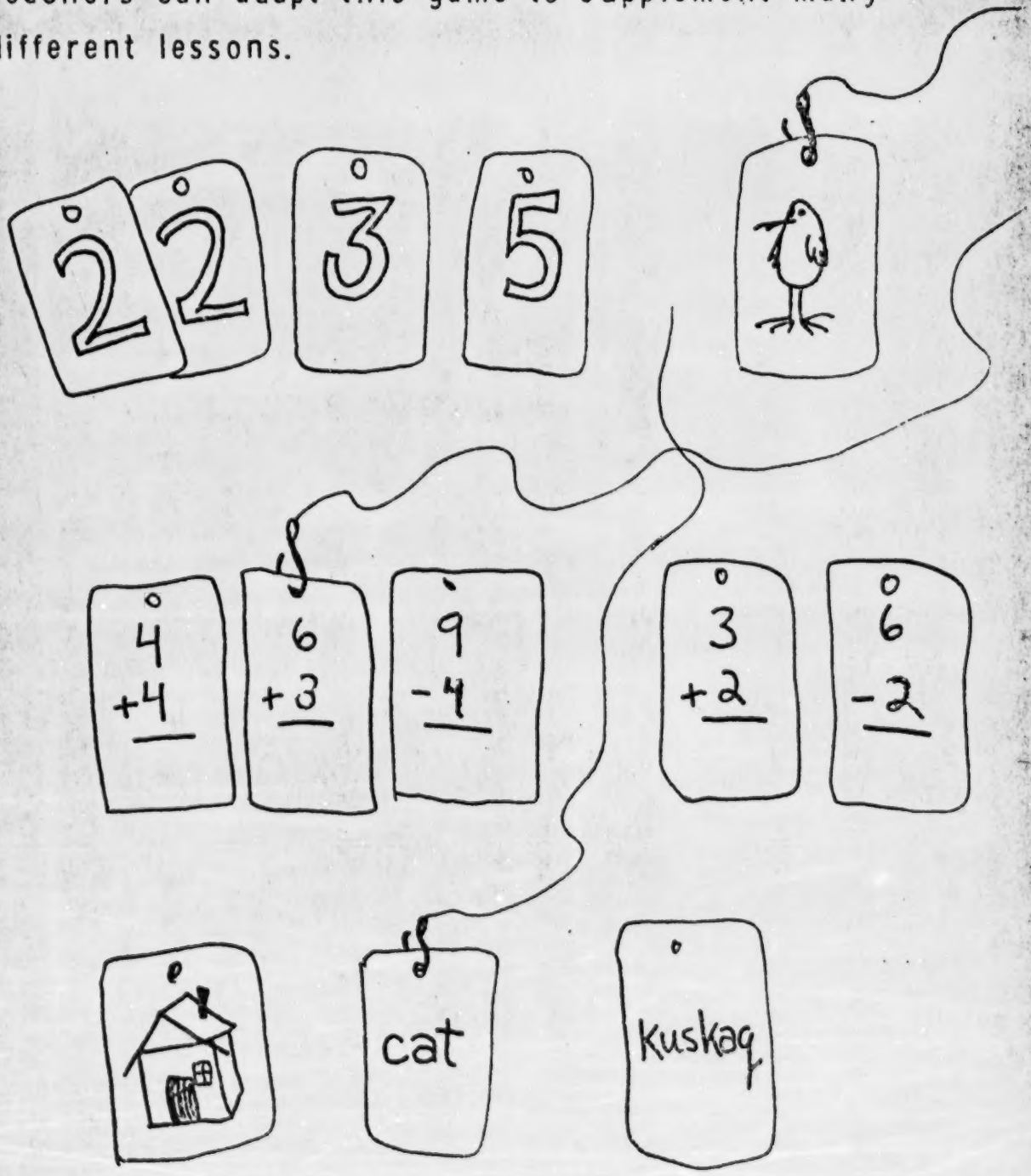
Word fishing

Cards have written vocabulary words; S. have to read the words correctly. May have bases, post bases, etc. In which case, S. not only read them but must fish enough morphemes to build words/sentences. (For older students).

Number fishing

Cards have numbers on them. Students must name and show number on fingers (for younger S.) With older students, can have addition, subtraction etc. problems

that they must read and solve. Or could have pictures of coins, money to identify and count.
Teachers can adapt this game to supplement many different lessons.



CARD GAMES

These card games are also very versatile ways of supplementing language lessons. Each game can be varied according to what lesson T. wishes to reinforce. Cards can be colors, objects, states, numbers, equations, sentences, words, letters, etc.

Go fish

Good review supplement for many lessons. A substitute use for flash cards which is more fun than straight drill

Players: Two to six (small groups give each student more opportunities to speak)

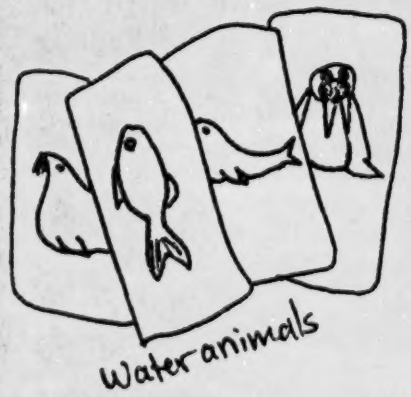
Dealing: Cards are dealt one at a time. Each player receives five cards. The rest of the pack is pladed down in the center of the table to form the "stock".

Object: To collect the most sets of 4 of a kind.

The play: Starting with the first (students can choose first by names alphabetically, or ages, or etc.), each player in turn calls another by name and requests cards of a specified type, as: "David, give me your reds". "David, kavirliten taiski" or "David, give me your seals". "David nayiten taiski", or "David, give me your 'he is running'" "David, 'aqvaqurtuq'-an taisgu". The card requested must be of a type of which the asker holds at least one card. Having one or more cards of the specified type, the player addressed must give up all of them. With none of the specified type, the player replies "Go Fish!" and the asker draws the top card of

the stock. A player's turn to ask continues so long as he is successful in getting the cards specified. If he is told to "go fish", and he happens to draw a card of the type he named, he may show this card, and his turn continues. If the draw from the stock completes a set* in the hand, the set must as once be shown. As soon as any player gets a set (all four cards of one type), he must show them, give the name (eg. "Blue", "Moose", "He is running", etc.) and place them on the table in front of him. The one who collects the most sets wins the game.

The teacher can also require the student to identify the card that he requested before receiving it. For example, X asks "David, give me water animals". David holds up a card and asks "What is it?" X has to say "Seal or "water animal". (Whatever T. decides). Then David gives X the cards. If X can't identify the card then he doesn't get it.



*In this game, 4 of a kind equals a set.

Sample Games of Go Fish

1. Cards have circle of color plus written word,
   4@ Red (Kavirliq), Blue (Qiugliq), Black (Tungulria)
   Green (Cungagliq), Yellow (Esirliq), Orange (Uulincaaq),
   Purple (Perpelaaq), White (Qatellria), Pink (Pingkaaq)

Children ask one another for colors. Use visual identification of colors first for younger children. After students learn to read, they can use the written names and the colors.

2. Cards have pictures and written names of local animals.
   4@ Beaver (Paluqtaq), Moose (Tuntuvak), Fox (Kaviaq),
   Wolf (Kegluneq), Walrus (Asveq), Muskrat (Kanaqlak),
   Lemming (Avelngaq), Otter (Cenkaq or Cuignilnguq),
   Seal (Maklak), Beluga (Cetuaq), Ptarmigan (Qangqiiq)
   Goose (Tengmiaq)

Students ask for the animal they want. Students can play by picture and/or by written name depending on grade level.

3. Cards have equations on them. For example: (4+4, 2+6, 3+5, 9-1) (2+2, 1+3, 5-1, 6-2) (2+3, 1+4, 5+0, 7-2) and others. The student asks "David, give me 8" "David, pingayunlek taisgu", or "David, give me 3", "David, pingayuq taisgu", etc.

Students must work the problems on their cards in their heads (not writing answers) in order to play. (For older students). As you can see, there are many possibilities for these games.

OLD MAID

The cards used for Go Fish can also be used in Old Maid, a simpler game. This game is especially good with younge children.

Dealing: Discard one card from one set of cards. Then the rest of the cards are dealt one at a time to each player. It does not matter if the distribution is unequal.

Discarding: Each player spreads his group of cards and picks out all pairs, which he discards face up in the center of the table. The teacher can have each pair as he discards them.

The play: When all hands have been reduced to non-paired cards, each player presents his cards to his left hand neighbor, who draws out one card. If it pairs with a card in her hand, she discards the pair, then shuffles her cards and presents it to her lefthand neighbor. Play continues in the same way, each player drawing a card from the hand at the right, paired cards being discarded, until only the odd card remains. The player stuck with the odd card is "Old Maid" and out of the game. Teacher can require students to give the name of pairs before discarding.

CONCENTRATION

Can use the same cards as Go Fish and Old Maid.

The layout: all the cards are dealt face down on a table so that no two cards touch. No effort should be made to put cards into orderly rows; the greater the irregularity, the better.

The play: Each player in turn turns two cards face up, one at a time, without moving either away from its position in the layout. If the two cards are a pair, he places them in front of him, and turns up two more cards. When he turns up two cards which are not a pair, he turns the cards face down, and the turn passes to his lefthand neighbor.

The player who gathers the most cards wins the game.